



## Draytonville Elementary

2373 Wilkinsville Hwy.  
Gaffney, SC 29340

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	322 Students	
<b>Principal</b>	Janice G. Ford	864-487-1240
<b>Superintendent</b>	Dr. William B. James	864-902-3500
<b>Board Chair</b>	Mr. Billy Blackwell	864-902-3542

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Average	At-Risk
2006	Average	Below Average
2005	Average	At-Risk
2004	Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

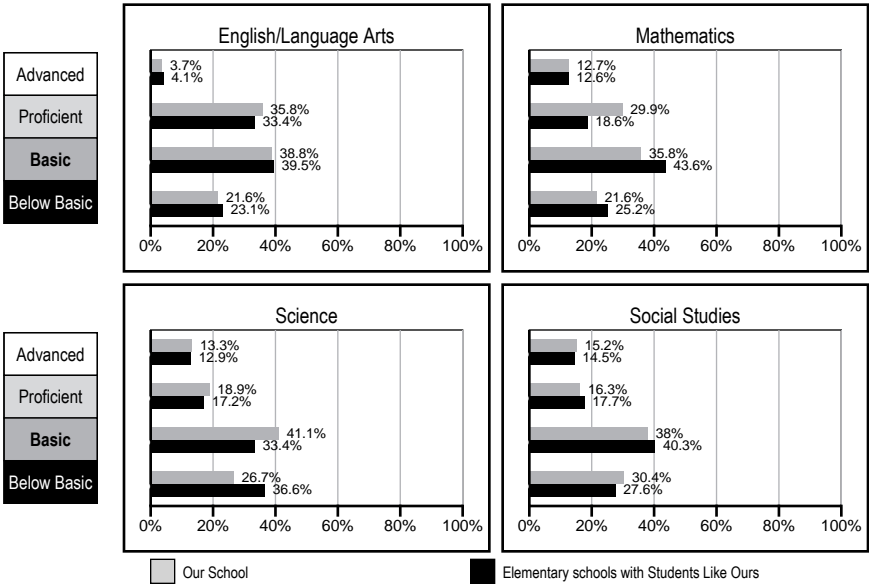
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	3	38	43	1

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=322)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Down from 3.3%	2.9%	2.3%
Attendance rate	96.5%	Up from 96.1%	96.0%	96.3%
Eligible for gifted and talented	8.0%	Down from 8.9%	8.0%	10.4%
With disabilities other than speech	6.5%	Up from 4.7%	9.0%	7.5%
Older than usual for grade	0.0%	Down from 1.2%	0.9%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=23)</b>				
Teachers with advanced degrees	69.6%	Up from 65.2%	54.5%	56.7%
Continuing contract teachers	95.7%	Up from 82.6%	78.2%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.9%	Up from 90.5%	86.3%	86.4%
Teacher attendance rate	92.8%	Down from 94.6%	94.7%	94.9%
Average teacher salary	\$47,611	Up 4.7%	\$45,014	\$45,345
Professional development days/teacher	10.0 days	Down from 11.7 days	13.0 days	12.6 days
<b>School</b>				
Principal's years at school	14.0	Up from 13.0	4.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Down from 18.3 to 1	18.3 to 1	18.5 to 1
Prime instructional time	88.2%	Down from 89.7%	88.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,835	Up 12.1%	\$7,296	\$7,052
Percent of expenditures for instruction*	68.3%	Down from 68.7%	68.4%	69.1%
Percent of expenditures for teacher salaries*	66.0%	Down from 66.1%	63.5%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Draytonville Elementary School's mission, in partnership with family and community, is to provide first-class educational programs that ensure that all students acquire the skills needed to reach their maximum potential in an ever-changing world. The mission provides focus for all that we do. Draytonville Elementary is a Title I school-wide program and is proud to have continuing accreditation through the Southern Association of Colleges and Schools.

Strong, dedicated teachers and support personnel are the backbone of our school. Mr. Marc Camp was selected Teacher of the Year, and Mrs. Linda Dickson was selected Reading Teacher of the Year. Mr. Camp was also selected Cherokee County's Teacher of the Year.

Our students excelled in many areas. We had two winners at the Regional Science Fair. We had district winners in poster and essay contests. We also had a district winner at the Young Writers' Gala. Students were selected for and participated in the after-school honors art and music classes. One of our students was chosen to represent the district at the S.C. Young Writers' Conference.

Literacy was emphasized this year with the help of our literacy coach and two reading interventionists. We were pleased with the students' growth in reading. We also implemented a new science curriculum with hands-on science lessons. We feel that this increased students' understanding of science concepts and process skills.

We are proud of our school and community. A solid PTO and School Improvement Council support our school, and parents and community members assist us in many ways. We invite you to become a part of our school family.

Janice G. Ford, Principal  
Vicki Patterson, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	49	41
Percent satisfied with learning environment	96.0%	100.0%	85.4%
Percent satisfied with social and physical environment	100.0%	98.0%	90.2%
Percent satisfied with school-home relations	87.5%	87.8%	87.8%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

# PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	138	100	21.6	38.8	35.8	3.7	50.7	43.2	48.2	Yes	Yes
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### Gender

Male	72	100	30	40	27.1	2.9	40	36.1	41.7	N/A	N/A
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Female	66	100	12.5	37.5	45.3	4.7	62.5	50.4	55	N/A	N/A
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### Racial/Ethnic Group

White	109	100	17.8	38.3	39.3	4.7	54.2	50.3	60	Yes	Yes
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African American	27	100	36	40	24	0	40	27.6	31.7	I/S	I/S
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.7	70.4	I/S	I/S
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	18.9	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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### Disability Status

Disabled	11	100	63.6	36.4	0	0	0	13.6	16	I/S	I/S
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### Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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### English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	21.9	36.9	I/S	I/S
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### Socio-Economic Status

Subsided meals	92	100	26.1	46.6	23.9	3.4	39.8	31.3	34	Yes	Yes
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## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	138	100	21.6	35.8	29.9	12.7	50.7	43.8	45.8	Yes	Yes
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### Gender

Male	72	100	20	40	25.7	14.3	50	43.1	45.6	N/A	N/A
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Female	66	100	23.4	31.3	34.4	10.9	51.6	44.5	45.9	N/A	N/A
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### Racial/Ethnic Group

White	109	100	17.8	35.5	31.8	15	56.1	51.6	59	Yes	Yes
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African American	27	100	32	40	24	4	32	25.3	26.9	I/S	I/S
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	76.5	71.3	I/S	I/S
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	26.6	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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### Disability Status

Disabled	11	100	63.6	27.3	9.1	0	18.2	17.1	17.1	I/S	I/S
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### Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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### English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	30.1	38.7	I/S	I/S
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### Socio-Economic Status

Subsided meals	92	100	29.5	37.5	25	8	43.2	31.9	31.4	Yes	Yes
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\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	93	100	26.7	41.1	18.9	13.3	32.2	26.4	35.7	96.5	96.2
Gender											
Male	53	100	25.5	49	17.6	7.8	25.5	27.3	37.4	96.5	96.2
Female	40	100	28.2	30.8	20.5	20.5	41	25.5	33.8	96.4	96.3
Racial/Ethnic Group											
White	76	100	23	37.8	23	16.2	39.2	33.3	49.2	96.4	96
African American	17	100	43.8	56.3	0	0	0	10.6	17	96.6	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	95.8	97
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	11	24.9	98.8	97.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	96.3
Disability Status											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	12	14	96.2	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	10.1	24.4	98.8	97.4
Socio-Economic Status											
Subsided meals	59	100	33.9	44.6	16.1	5.4	21.4	17	21.1	96.1	95.8

Social Studies

All Students	95	100	30.4	38	16.3	15.2	31.5	20.5	34	96.5	96.2
Gender											
Male	49	100	31.3	35.4	18.8	14.6	33.3	21.9	36.6	96.5	96.2
Female	46	100	29.5	40.9	13.6	15.9	29.5	19	31.3	96.4	96.3
Racial/Ethnic Group											
White	73	100	27.8	40.3	13.9	18.1	31.9	24.9	44.5	96.4	96
African American	20	100	38.9	27.8	27.8	5.6	33.3	9.8	19.1	96.6	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.9	58.9	95.8	97
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	10	27.5	98.8	97.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.3
Disability Status											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	10.2	14.4	96.2	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	12.4	27.3	98.8	97.4
Socio-Economic Status											
Subsided meals	66	100	36.5	30.2	20.6	12.7	33.3	12.7	21	96.1	95.8

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	50	100	22	28	48	2	50
	4	57	100	18.2	41.8	36.4	3.6	40
	5	49	100	31.9	53.2	12.8	2.1	14.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	35	100	14.7	29.4	55.9	0	55.9
	4	50	100	22.9	45.8	27.1	4.2	31.3
	5	53	100	25	38.5	30.8	5.8	36.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	50	100	16	48	30	6	36
	4	57	100	21.8	43.6	18.2	16.4	34.5
	5	49	100	25.5	53.2	12.8	8.5	21.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	35	100	23.5	41.2	23.5	11.8	35.3
	4	50	100	27.1	33.3	29.2	10.4	39.6
	5	53	100	15.4	34.6	34.6	15.4	50
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	25	100	36	40	20	4	24
	4	57	100	50.9	29.1	10.9	9.1	20
	5	25	100	41.7	29.2	16.7	12.5	29.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	17	100	6.3	56.3	25	12.5	37.5
	4	50	100	31.3	41.7	18.8	8.3	27.1
	5	26	100	30.8	30.8	15.4	23.1	38.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	25	100	16	44	16	24	40
	4	57	100	30.9	45.5	18.2	5.5	23.6
	5	24	100	39.1	34.8	17.4	8.7	26.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	18	100	16.7	44.4	11.1	27.8	38.9
	4	50	100	31.3	37.5	18.8	12.5	31.3
	5	27	100	38.5	34.6	15.4	11.5	26.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample